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| Critical Component: NCSIP Project Implementation   1. The LEA’s project is clearly described in writing in terms of explicit instructional procedures and materials, administrative procedures for involvement for planning and support, student assessment and instructional procedures, instructional grouping and settings; and required hours per week of instruction. 2. The long range plan for the LEA’s project is clearly stated in terms of goals and objectives, numbers and levels of students to be served showing growth each year, site staff, staff development and research-based program training across grade levels.   The LEA’s project demonstrates growth in numbers of classrooms and/or schools implementing research-based reading/writing based on long range plan. | | |
| Reading Advisory Committee: Dr. David Stegall, Michele Jordan, Cynde Gilmore, Michael Lemke, Julia Styers, Lisa Wade, Tammy Barrow | Committee to meet three times per school year to monitor progress towards five year plan and goals | First meeting 11/19/2012  Meeting notes published on Wiki |
| Development of Long Range Plan | Committee to finalize and look at five year plan including years 2011-2012 through 2015-2016. | 11/19/2012 |
| Site/Center description written and submitted to NCSIP Grant | Updated for 2012-2013 school year.  New form for next year-will update after teachers complete training in Foundations. |  |
| Project demonstrates growth in number of classrooms and/or schools based on the long-range plan. | 2012-2013 1 teacher  2013-2014 10 teachers (3 South, 1 Shuford, 3 NCMS, 3 ACT) |  |
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| Critical Component: Research to Practice Foundation Training   1. The LEA has developed an explicit plan for providing Foundations of Reading training. 2. The LEA has Foundations trainers and/or is in process of developing trainers. | | |
| Foundations of Reading Training: | South Newton-  October 11-March 11  36 participants  Thornton- June 3-6 with last day in fall (not yet decided) 25 participants | -Develop long range plan/vision for continuing to train in district. Additional plan needed for new staff hired at already trained school sites. |
| Foundations of Reading Trainers: | Cynde Gilmore, Michele Jordan  Michael Lemke, Lisa Wade, Priscilla Palmisano complete TOT, shadowing Fall 2012, observations Spring 2013. Julia Styers eligble for TOT. | Currently have 13 participants expressing interest in Level 2 at South. Betsy R. and S. Mullins have expressed interest in being trainers. |
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| Critical Component: Program Implementation   1. Project has developed and implemented the sites research based programs using appropriately trained teachers, group size and the number of instructional sessions recommended within the specific program. 2. Project components, instructional procedures and use of materials are implemented with fidelity in all the designated classrooms. Project has developed explicit procedures for gathering reading instruction fidelity data for project teachers. | | |
| Fusion Implementation: | Three teachers (2 middle and one high school teacher) are using Fusion with secondary students. Training: August 2012 with ongoing sessions for new strategies (Year 1.)  TOSCRF data being collected 3 times per year. | Two middle school teachers being trained in Foundations this school year-specific data collection to begin next year. |
| Rave-O Implementation | Rave-O being used at all elementary schools.  All Teachers trained: September 2012  Total of 8 teachers. Students served: 19 South  ACT:13, Thornton 11; Shuford 14  76 lessons total: minimum 3 per week | One teacher completed Foundations for data for this school year. Additional teachers next year for data collection after completing Foundations.  Lesson Gain Charts for lesson monitoring: Google doc that teachers complete monthly.  Implementation Schedules: Google doc updated regulary. |
| Additional decoding component: Words Their Way/Letterland | Students placed into additional decoding component based on flow chart. Minimum 1 hour per week (may be broken up across days).  Words Their Way-Teachers trained October-November 2012 with additional follow up as needed.  Letterland Intervention: Teachers trained October 29, 2012 (Materials arrived 11/14/2012) | Numerical fidelity observation record: to be developed for Rave-O and Fusion (both new to state.) Schedule with Vickie for inter-rater reliability.  Fidelity observations Rave-O/decoding: December, February, April  Fusion: November, January, March |
| Keys to Comprehension-Grades 3-12 | Lisa, Michael, Julia initial training  TOT February 2013-Cynde | -Will be able to train in system. Need to incorporate in 5 year plan. |
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| Critical Component: Student Progress Evaluation   1. Site has developed explicit procedures for gathering the required data and will enter the data in NCSIP data format. 2. Progress monitoring is being managed and documented according to program implementation. | | |
| Data Collection: | 2012-2013 School Year (1 teacher)  -Lesson gain chart on google docs for # of instructional lessons  -Cynde will collect data on students for this school year.  2013-2014 Lesson Gain Charts already in place for all classrooms. |  |
| Progress Monitoring: | Flow chart for programs | -Have not required specific format to keep data. Need to develop plan that includes Possum Checks, Letterland Assessments, and Word Their Way Inventories. |
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| Critical Component: Parent Involvement   1. Plan for parent involvement is clearly defined in writing and includes program orientation, understanding of research-based program instructional procedures, follow-through, home activities, an dparent involvement in the sites/centers decision making structure concerning their child’s program. 2. The site has implemented the parent involvement plan and has evaluated the parent program using the evaluation questionnaire. | | |
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| Critical Component: Parent Involvement   1. Collaboration with teacher education programs is clearly described in writing and ideally includes participation in on-campus instructional efforts, on site demonstrations for faculty and students, and joint involvement in Teacher Education Program’s activities. | | |
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